

## **Language learners' voices: exploring autonomy, motivation and person knowledge**

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European language curricula are increasingly engaging with the need to find ways of encouraging learners to take more control of their learning. This presentation draws on research with language learners in an English secondary school which explored aspects of language learning and teaching from the pupils' perspectives. It will focus specifically on ways in which the pupils believe that learners *can* control and influence their own learning, as well as what might constrain such control and influence. The presentation will suggest that pedagogical development related to areas such as self-regulation, self-management, learning strategies, task knowledge, evaluation and motivation, can be greatly informed by learners' voices. The paper will conclude with some practical implications of the research.

The presentation will also make reference to *EuroPal*, a Comenius project which is exploring ways of supporting teachers in the development of a pedagogy for learner autonomy.